

## Level E, Lesson 92

**Note** Levels D and E are similar except for two major differences. First, in Level E, the number of structural rules taught increases to include the **y-to-i** rule and other generalizations that account for the spelling of difficult words such as **critically**, **shown**, and **shelves**. The second and most notable change is the introduction of nonword bases, such as **ceive**, **fect**, and **sume**. Nonword bases cannot stand alone, but they share the same spelling characteristics as other morphographs. Nonword bases are introduced carefully because most students are not familiar with them. As a result of the increased number of structural rules and the addition of nonword bases, there are more words and more difficult words taught in Level E than in Level D.

**Exercise 1** Students practice spelling a new homonym, **week**. In later lessons, they will discriminate between the words **week** and **weak**.

**Exercise 2** In this exercise, students are introduced to a new affix, **e**. They learn to combine this affix with previously taught morphographs to spell a variety of new words.

**Exercise 3** Students practice discriminating between words that require the application of the doubling rule and words that do not. This is an important activity because knowing a spelling rule does not ensure that students will apply the rule correctly. Students generally need teacher-directed practice to determine when applying a rule is appropriate.

**Exercise 4** Students learn to spell a new nonword base, **lieve**. Then they combine **lieve** with previously taught morphographs to spell new words. Notice that nonword bases are introduced one at a time rather than in groups, as are other morphographs.

**Exercise 5** Students begin learning a new model sentence. By this point in the series, model sentences are composed of difficult words, such as **adequately** and **challenge**.

**Independent Work Completion** In Part B, the first independent activity, students combine morphographs to form words and decide whether or not to apply the final-**e** and doubling rules.

In Part C, students match each word with its clue.

In Part D, students locate and circle specific words in a word search.

Finally, in Part E, students identify the misspelled word in each sentence and write it correctly on the line provided.

## Lesson 92

### EXERCISE 1

#### HOMONYMS

1. Here's a sentence:  
I haven't seen them for a **week**.
2. Spell that **week**. Get ready. (Signal.)
3. (Repeat Step 2 until firm.)

### EXERCISE 2

#### AFFIX INTRODUCTION

1. (Write on the board **emerge, eject, event**.)  
Each of these words has the morphograph **e** at the beginning.  
What morphograph? (Signal.) *e*.
2. (Point to **emerge**.)  
What word? (Signal.) *Emerge*.  
What's the first morphograph in **emerge**? (Signal.) *e*.
3. Next morphograph? (Signal.) *merge*.  
Spell **emerge**. Get ready. (Signal.)
4. (Point to **eject**.)  
What word? (Signal.) *Eject*.  
What's the first morphograph in **eject**? (Signal.) *e*.
5. Next morphograph? (Signal.) *ject*.  
Spell **eject**. Get ready. (Signal.)
6. (Point to **event**.)  
What word? (Signal.) *Event*.  
What's the first morphograph in **event**? (Signal.) *e*.
7. Next morphograph? (Signal.) *vent*.  
Spell **event**. Get ready. (Signal.)
8. (Call on individual students to spell **emerge, eject, event**.)

### EXERCISE 3

#### RULE DISCRIMINATION

1. I'll say some words.  
Let's figure out whether the rule about doubling letters applies to each word.
2. Remember you double the final **c** in a short word when the word ends **cvc** and the next morphograph begins with **v**.
3. First word: **madness**.  
Spell the first morphograph in **madness**. Get ready. (Signal.)
4. Does **mad** end **cvc**? (Signal.) Yes.  
Is **mad** a short word? (Signal.) Yes.  
So maybe **madness** follows the doubling rule.  
Does **ness** begin with **v** or **c**? (Signal.) *c*.  
So does the doubling rule apply? (Signal.) *No*.  
Why not? (Call on a student.)  
**Ness** does not begin with **v**.  
Spell **madness**. Get ready. (Signal.)
5. Next word: **running**.  
Spell the first morphograph in **running**.  
Get ready. (Signal.)
6. Does **run** end **cvc**? (Signal.) Yes.  
Is **run** a short word? (Signal.) Yes.  
So maybe **running** follows the doubling rule.  
Does **ing** begin with **v** or **c**? (Signal.) *v*.  
So does the doubling rule apply? (Signal.) Yes.  
Spell **running**. Get ready. (Signal.)
7. Next word: **spiritual**.  
Spell the first morphograph in **spiritual**.  
Get ready. (Signal.)
8. Does **spirit** end **cvc**? (Signal.) Yes.  
Is **spirit** a short word? (Signal.) *No*.  
So does the doubling rule apply? (Signal.) *No*.  
Why not? (Call on a student.)  
**Spirit** is not a short **cvc** word.  
Spell **spiritual**. Get ready. (Signal.)

9. Next word: **shopper**.  
Spell the first morphograph in **shopper**.  
Get ready. (Signal.)
10. Does **shop** end **cvc**? (Signal.) Yes.  
Is **shop** a short word? (Signal.) Yes.  
So maybe **shopper** follows the doubling rule.  
Does **er** begin with **v** or **c**? (Signal.) v.  
So does the doubling rule apply?  
(Signal.) Yes.  
Spell **shopper**. Get ready. (Signal.)
11. Next word: **sadly**.  
Spell the first morphograph in **sadly**.  
Get ready. (Signal.)
12. Does **sad** end **cvc**? (Signal.) Yes.  
Is **sad** a short word? (Signal.) Yes.  
So maybe **sadly** follows the doubling rule.  
Does **l-y** begin with **v** or **c**? (Signal.) c.  
So does the doubling rule apply?  
(Signal.) No.  
Why not? (Call on a student.)  
**L-y** does not begin with **v**.  
Spell **sadly**. Get ready. (Signal.)

## EXERCISE 4

## NONWORD BASE

- (Write on the board **lieve**.)  
Here's a new morphograph that does not stand alone.  
What morphograph? (Signal.) *lieve*.
- Everybody, spell **lieve**. Get ready. (Signal.)
- Get ready to spell words that have the morphograph **lieve**.
- First word: **relieve**.  
What's the first morphograph in **relieve**? (Signal.) *re*.  
Next morphograph? (Signal.) *lieve*.  
Spell **relieve**. Get ready. (Signal.)

5. Next word: **believe**.  
What's the first morphograph in **believe**? (Signal.) *be*.  
Next morphograph? (Signal.) *lieve*.  
Spell **believe**. Get ready. (Signal.)

## EXERCISE 5

## SENTENCES

- Find Part A on your worksheet. ✓  
I'll read the sentence in Part A:  
**Adequately protecting the environment is a challenge.**
- Get ready to spell some of the words in that sentence.
- Spell **Adequately**. Get ready. (Signal.)
- Spell **protecting**. Get ready. (Signal.)
- (Repeat Step 4 for **environment**, **challenge**.)
- (Repeat Steps 3–5 until firm.)
- Copy the sentence on the lines below.  
(Correct the copied sentence.)
- Read the sentence you copied.  
Get ready. (Signal.)  
*Adequately protecting the environment is a challenge.*
- See if you can spell some of those words without looking.
- Spell **adequately**. Get ready. (Signal.)  
(Repeat until firm.)
- Spell **protecting**. Get ready. (Signal.)  
(Repeat until firm.)
- (Repeat Step 11 for **environment**, **challenge**.)

## WORK COMPLETION

- Complete the rest of the worksheet on your own.
- (Correct all work.)

## **Answer Key**

### **Part B**

1. verify . . . A
2. likelihood . . . C
3. marriage . . . C
4. complying . . . O
5. denied . . . C
6. justifiable . . . C
7. agonize . . . A
8. categories . . . C

### **Part C**

1. aisle
2. stationary
3. principles
4. isle
5. principal
6. stationery

### **Part D**

1. committed, terrible
2. historian, busy
3. morphographs, meanings
4. magician, unique

### **Part E**

1. animal
2. unanimous
3. superfluous
4. judicious
5. fluently
6. reunion

**END LESSON 92**

# Lesson 92

## A

Adequately protecting the environment is a challenge.

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## B

Add the morphographs together.

1. im + prove + ment = \_\_\_\_\_
2. e + value + ate = \_\_\_\_\_
3. be + lief + s = \_\_\_\_\_
4. ob + serve + ate + ion = \_\_\_\_\_
5. de + com + press + ion = \_\_\_\_\_
6. e + vent + ual = \_\_\_\_\_
7. con + vert + ed = \_\_\_\_\_
8. sign + ate + ure = \_\_\_\_\_

## C

Draw a line from each word to its clue.

- |         |   |   |  |
|---------|---|---|--|
| bare    | • | • | what you wear  |
| close   | • | • | not covered  |
| bear    | • | • | Have you _____ my gloves?                            |
| clothes | • | • | I lost _____ by exercising.                          |
| seen    | • | • | You must push the door hard to _____ it.             |
| scene   | • | • | Let's _____ for the others before we leave.          |
| wait    | • | • | an animal  |
| weight  | • | • | The peaceful _____ was interrupted by noisy campers. |

**D**

These words are in the puzzle.  
Circle six or more of the words.

today      draw      duty  
tough      false      agree  
over      grief      after  
style

t	o	u	g	h	s
a	o	v	e	r	t
f	g	d	u	t	y
t	r	r	a	l	l
e	i	a	e	y	e
r	e	w	g	e	e
d	f	a	l	s	e

**E**

Each sentence has one misspelled word.  
Write each word correctly on the blank.

1. Scientists proclame that the new medication will improve the condition. \_\_\_\_\_
2. The childhood belief in elves still fasinates many writers. \_\_\_\_\_
3. The endless search for my beautiful bracelet was depresing. \_\_\_\_\_